DOCUMENT RESUME

ED 242 130 EC 161 900

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TITLE	Games and Activities for Severely Handicapped Students Utilizing Small Space and Minimal Equipment.
INSTITUTION	American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.
PUB DATE	Aug 82
NOTE	27p.
AVAILABLE FROM	American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091 ($2.25, Stock No. 245-27016).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Collected Works - Serials (022)
JOURNAL CIT	Practical Pointers; v5 n11 Aug 1982
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Adapted Physical Education; Elementary Secondary Education; *Games; *Physical Activities; Physical Education; Play; *Severe Disabilities

ABSTRACT

The manual describes games and activities requiring minimal equipment and space for severely handicapped children. General guidelines touch upon such aspects as the importance of avoiding frustration or boredom, varying the activity to maintain interest, providing short rest periods when necessary, and ensuring the fullest possible participation for all students. Adaptation principles focus on consideration of equipment, playing areas, team size, game rules, and time factors. Descriptions are provided for games and activities that emphasize the following skills: walking, running, and wheeling; pushing and pulling; striking with hands and objects; throwing and catching; kicking; rolling; exercises/activities on floor mats; and table activities. Two separate sections describe wheelchair drills and aquatic games and activities. (CL)

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American Alliance for Health, Physical Education, Recreation and Dance
Physical Education and Recreation for the Handicapped: Information and Research Utilization Center
1900 Association Drive,
Reston, VA 22091

August, 1982

Volume 5, Number 11

GAMES AND ACTIVITIES FOR SEVERELY HANDICAPPED STUDENTS UTILIZING SMALL SPACE AND MINIMAL EQUIPMENT

Hezkiah Aharoni

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INTRODUCTION

The following games and activities have been gathered from experience with severely multi-handicapped students in adapted physical education classes of the Columbus public schools, Ohio.

The instructor who works with severely handicapped individuals in physical education is often faced with a dilemma of what to do and how to do it. He/she is often at a loss as to how to accommodate the students' special needs in physical education. He/she must search for appropriate games and activities that will give motivation for skill acquisition and while also providing enjoyment. While it is important to retain the traditional elements of sport games as much as possible, there is a need for change from the traditional when working with severely impaired students. One is required to change, adapt, and invent new games and activities. This departure from the customary sport activities is appropriate since it is the only avenue to provide severely handicapped individuals with meaningful activities geared to their level and ability.

The provision of competitive opportunities via games and activities for the severely handicapped requires adequate control and direction. These ensure equalization of competition by the instructor and hence are fun, increase self-confidence and motivation, and permit the handicapped individual to experience competition. This is an integral part of healthy daily living.

The continual search for innovative ideas, creative imagination, experience, and understanding individual needs is an important component of learning the art of game and activity instruction for the handicapped. As with all learning the gains increase with experience.

The following games and activities are geared for those students who are limited in mobility and have minimal use of hands, fingers, or other body parts. The games and activities may be used to provide physical education and recreation for the severely involved (cerebral palsied students; those with orthopedic problems, those with muscular dystrophy, juvenile rheumatoid arthritis youths, etc.). The games are also appropriate for all other students and most may be used within the space of the classroom.

The games and activities are not arranged according to chronological age or developmental order because severely handicapped children of the same age may be extremely varied in their cognitive and physical abilities. For organizational purposes games were placed in categories. Some games may apply to more than one category. Therefore, the instructor selects those activities suitable for the particular student situation. Additional modification might be required by the instructor.

ORGANIZING GAMES AND ACTIVITIES

- Be sure to select activities appropriate for each individual/group so that the level of difficulty will be challenging and stimulating (avoid frustration or dull play).

- Games and activities should relate to the overall theme for a particular day or week of the adapted physical education unit.

- Prepare equipment in advance. Make sure that there are sufficient activities to permit flexibility when some games do not work.

- Attempt new ideas for activities and games. Whether or not they succeed will be learned by trial and error, and will enhance instructor expertise.

- Vary the same activity to maintain player interest and to facilitate organization. Familiarity with the games increases student understanding, and contributes to active participation.

- Always consider optimal "positioning" for each student during the game where he/she is most comfortable for efficiency of skill acquisition. Use of devices, modified equipment, moving closer to or further from the target, and approaching the target from either its left or right side are all examples which could improve student performance.

- Provide short rest periods when necessary for certain individuals or slow down the pace with a less physically demanding activity. Handicapped students might become over-excited during activities, forgetting fatigue or causing possible bodily injury.

- Ensure fullest possible participation for all students. Let them help in organization of the game or activity; involve them in selecting or suggesting a new game or variation. Give each individual a feeling of being part of the activity.

- Praise accomplishments, both small or large. Immediate reinforcement is best. It is always important that participation in the activity is rewarding.

- List and organize all modified games and activities which were attempted and succeeded. Add new ones. This will help increase the activity list, will aid in retrieval as needed, and enable sharing of ideas with other teachers.

- Provide games and activities which *do not eliminate players* or require them to wait. One may use the point system instead of eliminating players. If the nature of the game requires player elimination, make sure that such elimination is *very short*.

- Be clear, concise, and avoid lengthy explanations. Children learn faster by doing. "The child thinks with the arms and legs."

ADAPTATIONS OF GAMES AND ACTIVITIES

The following is offered for consideration when adaptation or modification of games and activities is required in order for the handicapped to profit from them.

- The size, length, or weight of the equipment used for the activities may be

increased or reduced, made shorter or longer, etc.

- The size of the playing area may be reduced to decrease the amount of activity.
- The size of the team and number of players may be reduced or increased depending on the situation.
- The height of the equipment may be reduced, e.g., in basketball and volleyball the hoop and nets may be lowered.
- Rules of the game may be modified or changed in order to decrease the complexity and demand of the activity.
- Additional adaptive devices may be used with the standard equipment or by the player. These devices may improve body control and enhance use of the equipment.
- Boundary lines of the target or playing area may be enhanced by adding line markers, such as cones, colored tape, etc. This will increase visibility and provide safety for the activity.
- A more able player could be paired with a less able in such activities as folk and square dancing where the walker might push one who is non-ambulatory.
- The time to play the game may be reduced.
- Increase the ratio of adults to players, or of non-handicapped students who may assist in the activities.

GAMES AND ACTIVITIES

WALKING, RUNNING, AND WHEELING

Catch Them All

This game is appropriate for all levels of handicaps and contributes to cardiovascular endurance and fun. Areas of play should be designated using traffic cones, according to number and movement ability of students. One or more students is "it" (catcher). At the instructor's signal, "it" tries to catch all students playing in the designated play area. Players who leave the area during the game are considered out. "It" may touch any part of the player or wheelchair of player; that player is then considered "caught." Caught students leave the designated area. When players have had a chance to be "it," the game is over. Ambulatory players, or others who run well, might have to hop as they try to catch others, or they might have to hop, pushing the wheelchair of a student who cannot wheel himself/herself. The teacher could record the time taken by each player who is "it" to catch all players, and this could be compared for all "its." In this game it is important to limit the play area so that "it" will quickly tag all players. This eliminates non-participation for long periods.

A Corner Cage Ball

Two to four players on wheelchairs or walkers are each in a designated corner. A 24" cage ball is placed in the center circle. At a signal, each player attempts to control the ball and push it toward his/her own corner. The player wins when he/she brings the ball to the "home" corner.

Blind Move

Group or individuals are arranged in line parallel to the walk area on one side of the gym or field. The students should be far enough from each other. Each student is blindfolded. A leader (teacher or student) gives directions when to move. The leader might say: move forward; stop; turn around once; turn to the left; turn to the right; etc. The object is to see who could reach a designated corner or wall in the gym first, or be in close proximity to it. Non-ambulatory students may be pushed by another player, whose eyes are blindfolded. Safety should be stressed.

Variation: There may be competition between two groups. Partners might work together. The blindfolded may be given directions by a partner as to where to move. Also obstacles could be placed in the gym.

Variation: Young and severely handicapped players might be placed on a large area in the room or the gym floor covered with a number of mats attached together. The playing will take place only in this covered area.

Basket-target

An empty basket or carton box turned on its side is placed on the floor and secured with masking tape. Players should be standing or sitting at various distances from the basket (depending on ability). The objective is to roll a playground ball into the basket. The ball could be deflated slightly to prevent too much bouncing. Points may be higher for a ball that stays in the basket than for a ball which went in and out, or just touched it. Severely handicapped individuals may roll the ball from a plywood ramp (12" x 48") with molding on each side. The ramp may be placed on the player's lap or wheelchair tray. (See Figure 1.)

Figure 1.

Individual Moving Basketball

This game is most appropriate for wheelchair players. Two groups of wheelchair students are equally divided. A small plastic basket is attached to each wheelchair on the back. Before the start each group is in its half side of the designated play area. One of the group is given the ball. The object is to try to pass this ball and shoot. (See Figure 2.)

Figure 2.

PUSHING AND PULLING

Push Ball to a Target

On the edge of a large table (or two attached) a funball is pushed by the individual to a target at the other end of the table. The target could be a goal area such as between two cups or other objects placed apart. One to three individuals may play the game. The winner is the one who scores the most goals. A helper may assist in ball retrieval. (See Figure 3.)

Figure 3.

Variation: A bowling pin or empty cup, etc., may be placed at the edge. The object would be to push the ball and make it touch the object or knock it down. For each time the ball touches the object or knocks it down the player scores a point.

Bounce Table Tennis

This game could be played by one or two individuals. Half of the tennis table is folded at a 90° angle or a regular table may be placed against the wall. One individual may push a funball (wiffle ball) against the folded wing of the table and try to bounce it back and forth. Best score is the least times the ball falls on the ground. (Area may be restricted on both sides via placing wooden boards on each side of the table.) When two players play the game it could be played similar to handball. Player number one bounces the ball once only. The second time the ball has to be bounced by player number two, and vice versa. The winner is the player who missed the ball the least number of times. Hands or table tennis racquet may be used in this game. (See Figure 4.)

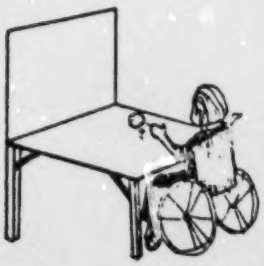

Figure 4.

Adaptation: The table tennis racquet may be attached to the player's hand with velcro wide stretch band or masking tape if the student is unable to hold the racquet. The racquet should be attached loosely in order to avoid restricting the flow of blood.

Pendulum Bowling

Suspend a tetherball (soft one) from the ceiling, or basketball hoop, etc. On the floor, beneath the suspended ball, place one or more bowling pins (according to student ability). Position the students around the bowling pin and suspended ball. Student should try to push the ball or release it after holding it toward the bowling pin. The object is to see which student could knock the pin down. Teacher could give points for: number of pins knocked down;

who did it in the shortest time; number of trials allowed. (See Figure 5.)

Variations: (1) Place pin in front of or beside each participant. Each player guards own pin while trying to knock down the other player's pin by striking or pushing the suspended ball. (2) Suspend the ball to table height. The table has bowling pins placed on the top of it and is played as above.

Figure 5.

The Pull Games

A funball is tied to a heavy duty string or thick rope (to permit better hold of the string). The unattached end of the rope is given to a player, with the end attached to the funball stretched out 30' on the floor, away from the player. Two or more students may each be given a similar rope and ball tied to it. At the teacher's signal the players are to pull it all the way to the top of the wheelchair tray or to their knees. The winner is the first one to bring the funball all the way.

Figure 6.

Variation: Objects or balls of varied weights might be used to adapt the game for different ability levels; different weights and rope lengths could be used for each individual. (See Figure 6.)

Pull It up and Release It down

A funball is tied to 30' heavy duty string or rope. The end with the ball is placed through the hoop of the basketball net, gymnastic ring, or any bar of appropriate height found in the classroom. The ball has to be suspended as each player has hold of the free end to raise or lower the ball as they wish. Players might compete to see who can raise the ball all the way up and lower it all the way down. One player may see how much he/she could improve over trials. (See Figure 7.)

Variations: (1) A hook is attached to the end of the string; the player tries to have the hook in the hole of the funball or another object and tries to lift it up ("fish" it out). (2) A box or coffee can could be placed on the floor under the bar. The player tries to place the ball within the box or can.

Figure 7.

Put It in the Can

A funball is tied to a heavy duty string or rope about 3' long. Each

wheelchair player is given the free end of the rope. A coffee can or small box is placed on the floor beside the wheelchair. The player tries to place the ball inside the coffee can. Two or more players may compete to see who does it first.

Box Push

Two teams playing relay games, or two or more individuals may play the following game. A paper box or other easily movable object is placed on the floor in front of each participant. Some distance from the wall at the opposite end of the gym a traffic cone is placed. The objective is to push the box (using a wheelchair all the way) around the traffic cone and returning to the starting position. This game is well-suited for electric wheelchair players. It teaches control and efficiency in wheeling the chair in a straight line and turning.

Variation: An obstacle course may be arranged with a number of cones. Player has to maneuver around the cones.

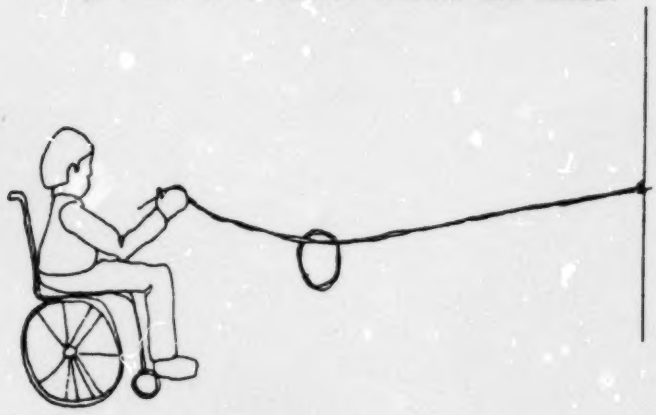

Figure 8.

Ring Sliding

Attach a rope or heavy duty string to a wall. Put the rope through a plastic, wooden, or rubber ring. Have the player move the ring from the free end of the rope (which is being held) to the opposite end attached to the wall. Hand or mouth movement may be used to move the ring. Two or more sets of players may compete against each other. (See Figure 8.)

Scooter Mat

Gym scooters usually are too small to give sufficient support to a severely orthopedically handicapped student. A mobile mat can be a large board of a scooter, usually padded. Commercial ones are expensive, but an excellent alternative is a mechanic's creeper used by auto mechanics to glide under cars, which costs $7.00 to $20.00. The original wheels do not move freely, but wheelbearing wheels could

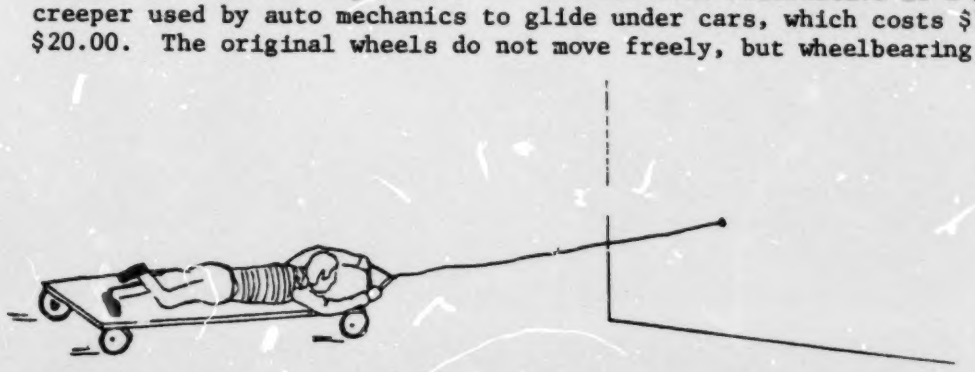

Figure 9.

be purchased for about $3.00 from Sears Stores, and could easily replace the original ones. The creeper could also be padded. The scooter mat could be used to increase usage of motion and reciprocal movement of severely handicapped individuals. When a rope is tied to a wall, a scooter mat rider lying on his/her stomach could pull himself/herself across the gym. Other students could push a student on a scooter or could pull a scooter tied to a rope. (See Figure 9.)

Rope Climbing/Pulling

A climbing rope is suspended from the ceiling. A wheelchair-bound student holds onto a knot in the rope or rubber rings may be attached to the rope at different heights, so that he/she can pull himself/herself up. A mat can be placed under the rope with the student on the mat being asked to pull himself/herself up to a standing position, or, if able, through a rocking motion. Spotting is necessary in this activity.

Rope Wheelchair

A 20' to 30' rope is secured to a wall bleacher or table stand. The wheelchair-bound player pulls himself/herself from the end to the beginning of the rope. Two or more students may compete to see who reaches the opposite end the fastest.

Variation: A more capable student could pull another wheelchair which is tied to the rope. In this case, a student who is pulling has to lock the wheelchair brakes. Emphasize safety rules in this game.

STRIKING WITH HANDS AND OBJECTS

Hand Ping-pong

Two individuals are sitting across from each other at a large table. A funball (wiffle ball), softball, or any other ball of the same size is used. The students have to place their arms on the table and push the ball or strike it toward their opponent. The object is to push the ball and cause it to fall at the opponent's edge of the table. Each player tries at the same time to keep the ball from falling or reaching his/her edge. Two wooden boards (2"-3" wide) could be placed on the left and right edges of the table to prevent the ball from falling off the side of the table. Only the opposite ends should be left open. The boards' distance could be adjusted to be narrower or wider. Scoring could be used to motivate students to improve performance. (See Figure 10.)

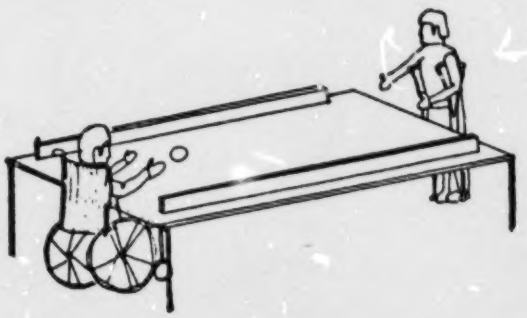

Figure 10.

Variations: (1) Same as above but using a tennis racquet. (2) A large number of students (3 to 12) could be placed around a tennis table or 2 to 6

tables attached together. The funball is thrown on the table and students try to push the ball or strike it across the table with the use of the hands or racquet. The winner is one who has the least number of times when the ball falls within his/her area of responsibility (usually 15" to 18", this could be marked on the table with masking tape according to each student's ability). *Rule:* Nobody is permitted to catch the ball. The ball must be pushed or struck continuously.

Balloon Activities

Punchball or heavy duty balloons may be used for the following activities. (Make sure an appropriate adjustment of suspended balloon height is provided according to individual ability.) Heavy duty balloons are available from K-Mart Stores, Children's Palace, and large toy stores. These balloons are easy to inflate, deflate, and last longer than ordinary balloons.

- Suspend a balloon from a ceiling near the wall area. Mark the wall height. The student strikes the balloon as far as he/she can, seeing how far or high (as shown on the wall) the balloon can go.

- Suspend a balloon. Strike. See if the student can make the balloon touch the ceiling (has to be suspended from a low ceiling).

- Suspend a balloon from a string. The string is suspended from another horizontal string. See if the student strikes the balloon and makes it go over a string or rope. Two students may play to push the balloon over the string from one side to another.

- Suspend the balloon. Two students face each other with a suspended balloon between them. Students have to strike the balloon to the opponent's face or shoulders. If it touches, then the student who achieved the strike to the opponent's body gets the point.

- As in above, but the student has to strike the balloon and cause it to go behind the opponent's head. If it does, then that player gets a point.

- As in above, but players try to prevent balloon contact to their faces.

- The balloon is suspended and two opponents face each other while the balloon is between them. When the teacher calls the name of one of the players, he/she has to strike or touch the balloon. If he/she succeeds, a point is scored.

- Players could strike the balloon using only their hands.

Group Balloon Volleyball

Two teams of students are arranged across from each other. Tables are placed in the middle between the two teams. A punchball is thrown in the center. The object is to strike the balloon beyond the other team. The balloon has to go beyond the opposite team at a level of the up-stretched hands of the opponents. The team which succeeds in striking the balloon beyond the opponent's team gets a point. Make sure to arrange the wheelchair

student who is less capable in front and the more able, standing student behind. (See Figure 11.)

Variations: (1) As above, removing the tables. This is a more demanding activity. (2) Team receives points only when the opponents team lets the ball fall on the floor. (3) A string or a badminton net may be placed in the center between the two teams at a low height appropriate for wheelchair players, etc.

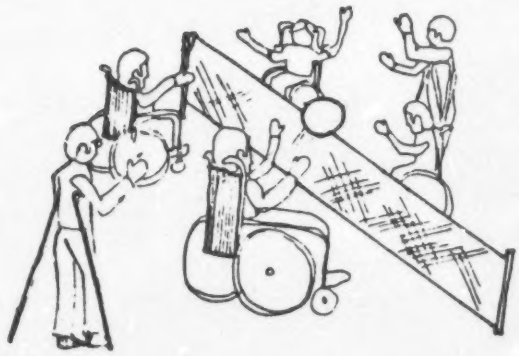

Figure 11.

Balloon Fight

A heavy duty balloon (punch ball available at all K-Mart's, Woolco's, Children's Palace, and other toy stores) is used. Two players are sitting in wheelchairs or standing facing each other. The balloon is placed between their foreheads and faces. At the given signal, both players try to push the balloon toward the opponent without the use of hands. The winner is the player who caused the ballon to go into his/her opponent's territory (when the balloon falls behind the opponent or at his/her side of shoulders, etc.). The point system could be used as a motivational device. This game is appropriate for those individuals with no upper limbs. (See Figure 12.)

Figure 12.

Variation: Have partners play against each other to see which pair can hold the balloon the longest between the forehead and face. See if they could move, sit, or turn while still holding the balloon.

Floor Shuffleboard

Each player holds a shuffleboard stick or similar plastic tube, aluminum pipe, etc. A disc is placed in front of each participant. The object is to push the disc into the numbered triangle sections on the floor. Points may accumulate to determine the winner. Students could be placed at varying distances from the triangle, according to ability. (See Figure 13.)

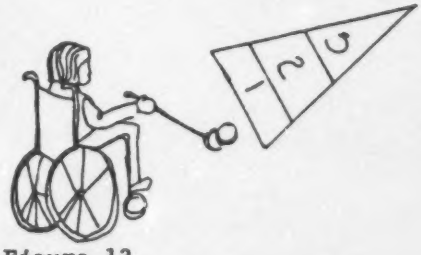

Figure 13.

Variation: Players shuffle the disc for distance. A light object such as a plastic coffee can lid could be substituted for the heavier disc.

Tracking Object Target

Suspend two light tennis balls, etc., from a ceiling 3' to 5' away from

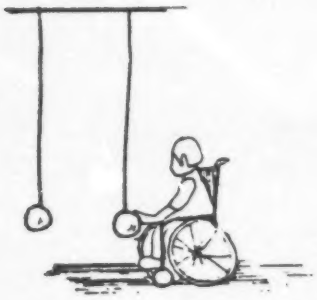

Figure 14.

each other. Let students try to strike one ball and make it touch the other ball. One may increase the distance between the two balls to provide a more challenging activity. (See Figure 14.)

Rope Bowling

A 20' rope is tied to the wall, table, or fixed object. The player holds on (with hands or mouth) to the free edge at the opposite direction. Two or six bowling pins are placed on the floor in a row under the rope. The object is to swing the rope from side to side or up and down and knock down the bowling pins. Two players could play the game and compete with speed. (See Figure 15.)

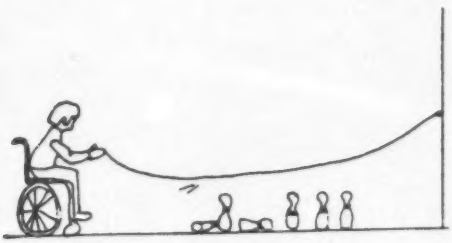

Figure 15.

Miniature Golf

A wooden box may be made with supporting 1" boards around the bottom. Holes could be made in any fashion to fit the size of a golf ball. Holes could be numbered according to difficulty, or in order. The player might use a light shuffleboard stick or plastic tube to push the ball from one hole to another according to the number. Players finish the game when they have moved the ball through all stations. Some sharp or uneven surfaces could be added for challenge.

Variation: This game could be played on the floor or on a table top, depending on the size of the box. Also, a student might use the mouth to hold the stick and play in this way.

Line Softball

Two groups of students line up facing each other about 20' apart. Wheelchair bound and walker players could be equally distributed on each team. The first team starts in order of player striking a funball (wiffle ball) from the top of a tall traffic cone or batting tee. The object is for the player to strike the ball across the opposite team who simultaneously tries to block it. Each time the ball crosses the line where the group stands, the team striking it gets a point. This continues until all players in each team have a turn. The winner is the team with the most points.

Adaptation: Varied weights, thicknesses, and lengths of softball bats could be used.

THROWING AND CATCHING

Target Throwing or Pushing

Every wheelchair player is given a beanbag. The object is to push the beanbag from the top of the wheelchair tray or throw it into a coffee can,

box, or any container placed close to the wheelchair of each student. The distance that the container is placed from the wheelchair is dependent on each student's ability.

Variations: (1) Student may be given unlimited time to throw or push the beanbag. More capable students might have to try to get the beanbag into the container at the same time starting with the teacher's command "Go." (2) One big box could be placed in the center and the students could be placed at varying distances from it. (3) How far can the student throw the beanbag?

Circle Ball Passing

Form a circle of four or more wheelchair or walker-bound students. Students pass the ball around in any direction. At the teacher command of "change," the student passes the ball in opposite directions of the circle. The teacher should emphasize how to accurately pass the ball and how the student should approach the ball. Students with the use of only one arm can secure the ball to the lap or body. A more able student may help a less able one by reaching to him/her with the ball.

Variation: For young elementary students, the ball may be passed while singing: "The wonder ball goes 'round and 'round, To pass it quickly you are bound. And if you're the one to hold it last, Then the game for you is past ... and you are out!" When the song ends the person holding the ball will receive a "bad" point (in lieu of being eliminated from the game).

Fake Ball

The students are in a circle formation. The teacher stands in the center of the circle and passes the ball precisely to players at chest level in random order. The object is to remain still without moving the hands as the teacher attempts to confuse the players by faking or pretending to pass the ball to the player but actually not doing so. The player who gets confused receives one "bad" point. The player to whom the ball was actually passed, but who failed to catch it, receives one "bad" point for 3 misses. This game is fun to play and requires some practice and repetition for the players to be successful. It requires catching skills, attention, and concentration. The teacher might ask one of the students remaining last to direct or lead the next game as an award for winning the previous games. For the less able, or wheelchair-bound player the teacher could throw the ball right into his/her lap so that the student could press downward, securing it with the hand/s. Avoid throwing at face level as this might frighten the player.

Line Frisbee

Players are arranged in two teams facing each other. Each team receives 1 or 2 frisbees, depending on ability (best when each student has one). At the teacher's signal, the object is to see which team can throw the frisbee beyond the opposite team without being stopped by the opposing team who tries to block the frisbee. A point is awarded to the team succeeding in throwing the frisbee beyond the opposing team. In this game wheelchair-bound players should be placed in front, with players in walkers behind them. This game is most appropriate as part of a frisbee unit.

Figure 16.

Ring Toss

Wheelchair-bound students may need some adaptation for a ring toss game, i.e., placing them closer to the target, or placing a long hollow tube on the ring stand. This extends the length and height of the ring stand and makes it attainable to the severely handicapped. (See Figure 16.)

Target Frisbee

A group of players get in a line formation with cardboard boxes or containers placed in front of each player, at approximately 10' distance depending on ability. Each player attempts to toss a frisbee into the box. Players receive a point for each successful attempt. Indian clubs could be substituted for frisbees. A hula hoop may be placed on a mat and the student could throw the frisbee or Indian club into the hula hoop.

Variation: On a wall area marked with masking tape squares, arrange students in line. Have each student throw at least 5 successive trials. The object is to throw the frisbee on the square on the wall at a height of 4 feet.

Volleyball Frisbee

Two teams are placed on either side of a 4' to 6' high net. Each player on each team is given one frisbee. Team one starts first. Each player on the team tries to throw the frisbee over the net in order. When the last player finishes throwing his/her frisbee, the teacher counts the total number of frisbees thrown over the net. The same is repeated for the second team. Points are given according to the number of frisbees crossing over the net. The winner is the team with the most points. Try to vary the distance from the net according to ability.

Variation: Light balloons could be used or light balls, beanbags, balloons, etc. This activity is good for teaching throwing, arm extension, etc.

KICKING

Cage Ball Soccer

Two teams face each other in the gym. Each team has half of the gym. (With a smaller group and with severely handicapped players, a smaller section of the gym might be used.) A 24" cage ball is placed in the center. At the given signal, the object is to see which team can push the ball and make it touch the opponent's wall area at the end of the field. Any time the ball touches the wall, the opposing team receives a point. This game involves vigorous movement, which develops teamwork and cardiovascular endurance. To assure success the following rules/modifications are needed: (1) Ball must be 24" or larger if any players are wheelchair-bound. (2) Groups should be given color identification (use pinnies). (3) State appropriate safety rules. (4) A non-ambulatory player may be pushed by an ambulatory player, provided the pusher never removes the hand from the wheelchair. (5) No lifting of the ball is

permitted. Only pushing with the hands, legs, or any part of the chair is permitted. (6) Encourage students to spread out in the field to avoid overcrowding. (Rules may be created.) When overcrowding occurs or the ball is being trapped, stop the game and ask players to spread out. Enter the ball again.

Cage Ball Floor Soccer

Place a large number of gym mats together on the floor to cover a large area. Place traffic cones in each corner of the mat area, and on the center of each side demarcating the middle line. Arrange two teams, placing each team on a half. Ambulatory and wheelchair-bound players should be lying on the floor facing the other team on their stomachs or any other comfortable position. More severely handicapped students could be placed in front, close to the centerline. A 24" cage ball is placed in the center. The object is to push the ball (using hands or head) toward the other team's goalline. (See Figure 17.)

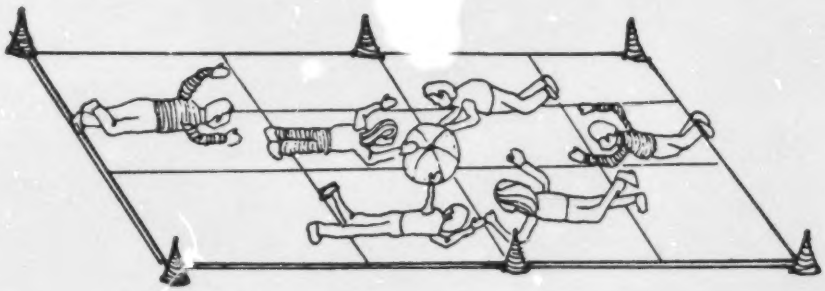

Figure 17.

Variation: A player on an electric wheelchair may serve as a goalie at the end of the playing area outside of the mat. He/she can move horizontally, forward, and backward to stop the ball.

Knock the Bowling Pins

Arrange 6 to 10 bowling pins in a straight row for each player. Have players run or wheel from the starting line to a row of bowling pins, and attempt to kick or knock them down as soon as possible. This activity is appropriate for the wheelchair-bound, and is particularly helpful for those students on crutches, and those with limited balance and body coordination. Bowling pins may be placed at fixed distances. Individual times could be recorded and compared with future performances. (See Figure 18.)

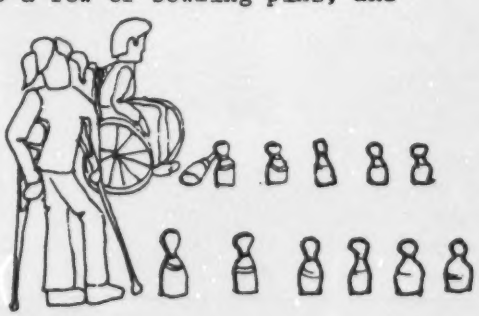

Figure 18.

ROLLING

Line Roll Ball

Players on wheelchairs or walkers stand at varied distances from a line marked on the floor, approximately 2' to 5' away from the wall area. The objective is to roll the ball from a distance with the ball stopping or bouncing

from the wall as close as possible to the line on the floor, or on the line itself. Players are to be placed at varying distances according to their ability. The player whose ball stops closest to the line receives a point. (See Figure 19.)

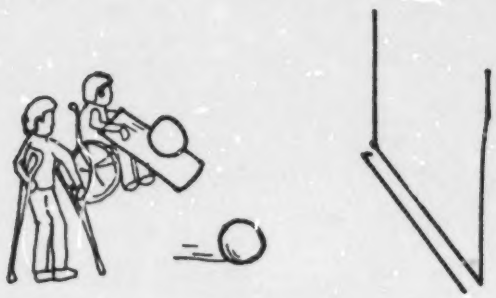

Figure 19.

Variation: At a longer distance roll the ball to the wall. The closer to the wall the better.

Line Bowling

Players are arranged in two groups facing each other from a distance of approximately 8'. Three to four feet in back of each team, a line of bowling pins is placed. (Plastic or wooden pins might be appropriate.) Each player gets a ball, or each player shares two to three balls, depending on ability. The objective is for each team to knock down the opponent's bowling pins at a given signal using the balls. The team to first knock down all of their opponent's pins is the winner.

Variation: Have one team start first, then count their points. Reset the pins for the other team and compare the number of points between the two teams.

EXERCISES/ACTIVITIES ON FLOOR MATS

Floor and Mat Activities

The following activities are best for those who have limited mobility, and who would benefit from a change in the routine of sitting constantly in a wheelchair. Activities are performed on a mat, and could be part of a well-balanced exercise program. Caution is needed, particularly in cases of certain conditions and specific types of cerebral palsy where activities might be contraindicated. The activities could be used individually, or with two or more participants on a competitive basis.

- Student lies supine, must turn quickly onto stomach, and then opposite.
- Student lies supine, lifts the head and neck to count of _____, then turns the head from side to side.
- As above, in a prone position.
- Student tries to sit up independently.
- Student tries to stand independently or with support.
- Raise leg to count of _____ (from prone or supine position).
- Bend, then extend knees.
- Crawl on floor or move body around (for a distance, or to reach a target).

• Touch each different body part (knees, legs, with left, right, etc.).

Body Bowling

A player with limited mobility or who is non-ambulatory is placed on the mat on the floor. Place 6 to 12 bowling pins around the player on all sides. Pins should be placed far enough from the student to elicit effort from him/her. The object is to knock all pins down using any part of the body. Two players or more may be placed at the above position, competing against each other to see who can knock the pins down the fastest. (See Figure 20.)

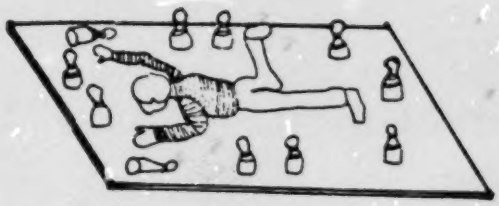

Figure 20.

Grab the Ball

Have a group of students of approximately the same ability level lying prone on a floor mat in a circle formation with a ball in the center. The object is to grab the ball or any other object as quickly as possible upon the teacher's signal. The teacher may place the student at different distances from the ball or object, according to individual ability.

Variation: Students may lie in a line formation and do the same as above.

Place It Around

Have the student lie on the floor mat at its edge, with a traffic cone placed at each end of the mat. Each student is given a hula hoop or small ring. The object is to see which student could crawl or kneel and place the hula hoop (ring) around the cone on the teacher's signal. They can also retrieve and go back to the starting point. (See Figure 21.)

Figure 21.

Weight-lifting--Poli

Windshield washer plastic bottles, or bleach bottles could be filled with sand. They should be varied in weight and sprayed with color to be more attractive. One end of the plastic bottle should be tied to a rope. Two plastic bottles should then be placed over a bar or basketball hoop, etc., so they hang down. A ring should be tied at the other end of the rope. This innovative equipment could be used for pulling weights. Amount of weight could be marked on the bottles. The above also could be permanently secured on two large rings, hooks, or two reels with tracks attached to a wall area. These pullies allow weight-pulling for wheelchair-bound or those on a floor mat, which always could be adjusted for best fit. (See Figure 22.)

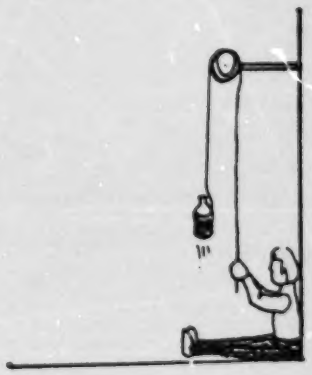

Figure 22.

TABLE ACTIVITIES

Table Bowling

A long table is used for this game. One end of the table has to be raised approximately 1/2" by putting a book or other object under the two legs of the table. At the opposite end place 1 to 4 bowling pins (depending on table width and student ability). Provide student(s) with a heavy softball which is to only be released going toward the bowling pins and knocking them down. Each student may acquire points for each pin he/she knocks down at each attempt where he/she releases the ball. (Allow only releasing, not pushing of the ball.) Helper may be needed in ball retrieval. (See Figure 23.)

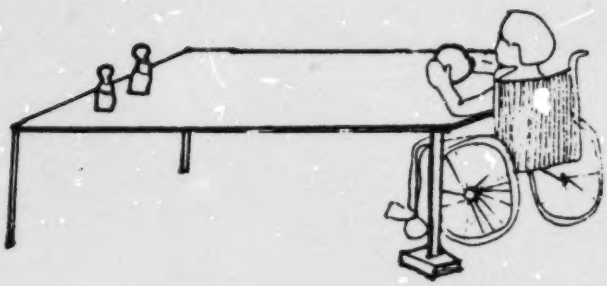

Figure 23.

Table Shuffleboard

On a table surface, place a cloth or plastic which has a triangle with colors and numbers drawn on it. Students could be seated around the table. On the student's turn place the shuffleboard cloth in front of him/her at a distance according to ability. Give each student small wooden blocks, round checkers, or use marble for those players with extremely limited finger movement. Ask the student to flip with the finger or push the object onto the shuffle cloth. Each student has 4 to 5 trials, with points received per trial recorded for comparison. (See Figure 24.)

Figure 24.

Variation: Student may use a long stick to push the object or a communication board pointer elongated for the purpose. A triangle could also be drawn on a tennis table with yellow chalk or with masking tape, provided students are not restricted in movement.

Blowing Games

(1) Ping pong or regular classroom table could be used. Wooden boards, 2" wide, could be placed on either side of the table, leaving only the ends free. Two players, one on each side, blow a ping-pong ball to the opposite side. Players receive a point when the ball falls in the opponent's end.
(2) Two or more players are seated at one end of the table. At the opposite end two paper cups are placed (the bottom one is upside down, and on top of that, one is placed right side up). The object is for the players to blow the top cup off the bottom one, receiving a point if he/she succeeds in doing so.

The Winning Edge

This is a table game where all students are at one end of each long table (or attached ones). Each student is given a bean bag. The object is to throw the bean bag to the end of the table as close as possible to the edge without letting it fall off. The player whose bean bag is closest to the table's end receives a point.

Variation: As above using checker in lieu of bean bag. In this case the player may flick his/her finger to push the object to the table's end. For those with limited finger movements a round object, such as a ping-pong ball or marble may be used instead of a checker.

WHEELCHAIR DRILLS

Wheelchair drills are activities provided for regular or electric wheelchairs. Drills could be executed by individuals, pairs, or a group. The larger the group of wheelchair students, the more the activities that can be performed. The drills are very similar to those done by marching bands. These drills are helpful to the handicapped since they teach movement efficiency and wheelchair operation facility, build cardiovascular muscle strength, teach organization, strengthen listening skills, build sensitivity to rhythm, and prepare the student for wheelchair folk and square dancing. Wheelchair drills with large groups could be used for demonstration at a school assembly or other events. Music in the background could be used in the drills.

- Wheel in a straight line to the end of the gym and back.
- Wheel in a circle in one direction then the other.
- Turn around in a very sharp turn in a designated circle.
- Wheel with a group at the same speed in a row, line, or circle.
- Wheel forward, inside the circle.
- Wheel backward, outside the circle.
- Wheel at moderate speed, stopping immediately on signal.
- Wheel in a zigzag fashion between cones in a circle, curve, or straight line arrangement.
- Two teams face each other, then move forward to meet each other and move backward away from each other.
- One team may stand still in a line while leaving sufficient space for the other team to wheel in between them.

One can come up with many possible variations borrowed from folk and square dancing. Cones could mark the drill area. Adaptation could include an ambulatory student pushing a non-ambulatory player.

AQUATIC GAMES AND ACTIVITIES

Wall Relay

This game could be played by two individuals or two teams competing against each other. The objective of the game is to move along the side of the pool from the starting position at one end of the pool to the other, and return to the starting line. The student should hold on to the side of the pool with one hand and move in this fashion as rapidly as possible. An individual having difficulty holding and swimming in a side position could be instructed to hold hands while in a position facing the side of the pool as he/she moves along. This could be done on the back or in a prone position. (See Figure 25.)

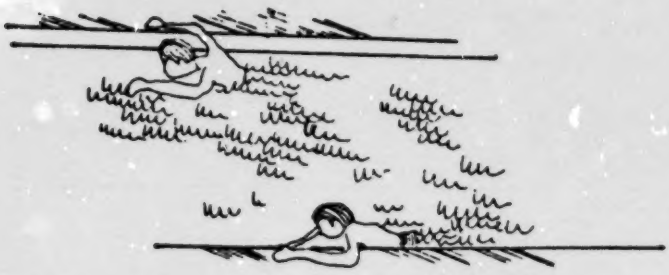

Figure 25.

Adaptation: A line across the swimming pool could serve the same purpose as the wall.

Yellow Submarine

This is a chasing game wherein a player is safe if his/her face is submerged in the water. A group of players are scattered in a predetermined area. The size is according to ability and number of students. One player is designated as "it." At the signal "it" attempts to catch any of the players. The player is safe only if his/her face is submerged in the water and he/she is floating, while one of his/her hands is lifted above the water as a submarine. Players who are caught by "it" become the new "it."

Variations and Adaptations: One player, if able, is asked to catch all players in the pool before he/she is no longer "it"; two or more players could be "it" simultaneously with severely handicapped players. Players who are severely handicapped may use floating devices to help stabilize the body in water.

Breath-holding

The teacher gives the signal for players to submerge the head in the water and start the count for as long as they can hold. Who can last the longest in the group? Ask each player to remember to what count he/she held his/her breath. These are to be compared with additional trials in order to gauge improvement.

Whirlpool

The group forms a large circle in chest level water in the center of the pool. The group then starts walking in the same direction, holding hands,

maintaining the circle. Gradually movement is increased by running. This movement creates a ripple of water and the current is built up. When the current is built up, ask some of the players to float on their backs as the rest of the group keeps moving. Continue the same until all students have had a few trials. (See Figure 26.)

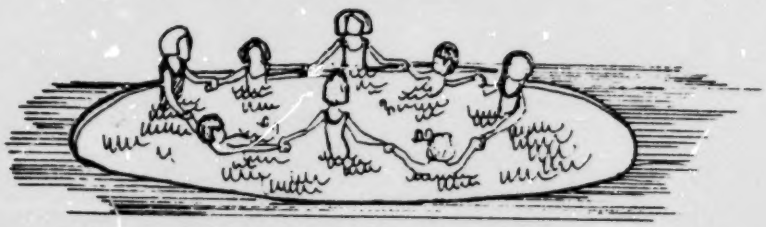

Figure 26.

Variations and Adaptation: At the end it is possible to ask all players to float as they continue holding hands. A severely handicapped student may need some of the adult support. Care must be taken that paraplegic individuals will not drag their feet on the floor bottom, injuring themselves. A floating device such as a tire tube might give them some support.

Object Retrieval

Different kinds of objects of varied textures, sizes, shapes, and color could be placed in the pool and the swimmers would have to pick them up from the bottom.

Fill a Bucket

Buckets are given to each swimmer. They are placed outside the pool at the edge. Each player is given a large sponge, and at the signal submerges the sponge into the water and then squeezes the water into the bucket. Who can do this the fastest? This game is an excellent way to orient young children to the water, and increase finger grasp and strength.

Walking Race

All students are lined up against one wall in shallow water, up to chest level (dependent on ability). At the starting signal the students try to walk to the other end of the pool as soon as possible. Who is the winner?

Adaptation: Handicapped students may use a floating device to give better support, or could be placed close to the wall where they could move along it.

Water Valley

Two groups are arranged on opposite sides of the pool. In the center of the pool, a rope line or imaginary marking is placed designating the halves. Each group is given a number of objects (5 or more) such as balls, hoops, sponges, swimming boards, plastic rings, etc. At the teacher's signal each group tries to throw all the objects in its half to the opponent's half. Teams stop playing at the second signal and the teacher counts the number of objects on each half for each team. The team having the least objects left on its side is awarded a point.

Under or above the Hoop

Students are arranged in a line along the side of the pool. In front of each student a hoop is placed at distances according to the player's ability. At the teacher's signal each student gets in the hoop by diving under it, or diving into the hoop from above and then out of the hoop.

Variation: For increased challenge a number of hoops may be placed in front of the more capable swimmers. They could be asked to dive under and through two hoops or more in sequence (one after the other).

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